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THE DEVELOPMENT OF THE PARENT-TEACHER CONFERENCE
AS A METHOD OF REPORTING PUPIL PROGRESS
IN THE MARMARTH, NORTH DAKOTA PUBLIC SCHOOL

by

HENRY D. HAMMER


B.A., Minot State Teachers College, 1940

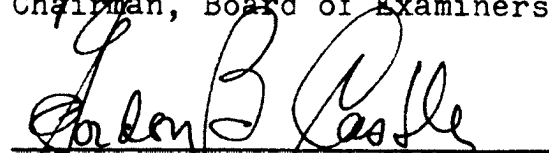
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of the requirements for the degree of
Master of Education

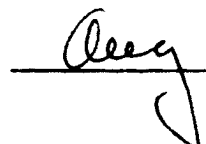
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CHAPTER I

INTRODUCTION

The problem. As concepts of education have developed, the aims, purposes, and methods of reporting to parents have also undergone revision. There is a maxim in education that practice lags behind theory, so we find many schools using outmoded reporting procedures that no longer are in harmony with the schools' objectives or goals. The problem of developing reporting methods that will reflect the modern schools' philosophy is one with which progressive educators of today are working.

The importance of the problem. In the last two decades the concept of education as guidance has evolved. The importance of the home and the parent as partners with the school to form the educational team is being recognized again today. The early schools grew naturally out of this relationship as is suggested by such titles of early schools as "Dames School" or "School of the Parent's Knee". As our society emerged from a simple agrarian type to the more complex type of today the ties between home and school were weakened. During this period research developed a great deal of technical knowledge relative to the individual and his manner of intellectual, emotional, social, and physical

development. This knowledge became of vital importance to both parents and teachers. No longer can the school, concerned with all areas of child development, effectively report his progress by giving him an A, B, C, or D or compute his standing in percentage terms, or satisfy his parents with a more general description such as "Satisfactory", "Improving", or "Shows progress". The weaknesses of these methods, basically, is that they provide for a one-way type of communication, they compare the child with others without providing him with a measure of his own progress, and they concern themselves with only a few areas of living, largely academic. The school cannot afford to have its objectives and philosophy misrepresented by the reports it makes to parents if it is true as Ethel Kavin says,

A school's methods of reporting to parents reflects, perhaps even more than its record system, its underlying educational philosophy and the professional competence of its whole staff.¹

If every phase of child development, mental, physical, social, and emotional is the school's concern, then surely it ought to report to parents on these. Likewise it ought to solicit the parents' point of view on child training, become aware of conditions in the home that effect the child's development, and work as a partner with the parent

¹Ethel Kavin, "Early Childhood Education, Records and Reports; Observations, Tests, and Measurements," Forty-sixth Yearbook of the National Society for the Study of Education, Part II, p. 301.

to help the pupil realize his potentialities.

One of the newer reporting techniques that have been tried in a number of schools is the parent-teacher conference. In a face to face interview with the parent a comprehensive report of pupil progress should be possible.

In view of the preceding statement the administration of the Marmarth, North Dakota school introduced the parent-teacher conference as a method of reporting pupil progress.

This paper is concerned only with the development of parent-teacher conferences in the Marmarth school.

Delimitation of the problem. This method of reporting was restricted to grades one through six in the Marmarth school.

Setting of the problem. The school in which the problem was introduced had always used a traditional type report card. In grades one through six there were three teachers, each having two grades. The school was organized on the eight-four plan and there were three additional teachers, including the principal, for grades seven through twelve. The total enrollment in grades one through twelve was 110 pupils in 1952-1953. There were sixty-five pupils enrolled in grades one through six. Only four children of the total enrollment commuted to school from outlying ranches. The remainder were resident within the city and came, largely, from families engaged in railroad work.

Marmarth has had an experience with a school building project which has affected the school's position in the community. In the twenties the district was bonded for one hundred thousand dollars and a two story brick structure was erected. It was not finished with this amount of money. The building has never been completed. The bonds together with the accumulated interest have been paid off and the district possesses a hollow brick shell. This misfortune has had an adverse effect on the public relations of the school.

CHAPTER II

REVIEW OF RELATED LITERATURE

Purposes of reports. The literature relative to the purpose of reports has, in recent years, emphasized the integration that exists between the processes of evaluation and reporting. As schools concern themselves with the total personality of the child they come to emphasize growth and its direction rather than attainment and its status. Thus, reports become the fruits of a continual process of evaluation and flow naturally from them. This approach is reflected in the nature and purpose of the reports. Harold W. Baker¹ lists seven objectives of reports as emphasized by Robert O. Evans as follows:

1. Interpretation of the school should be considered as a function of reporting.
2. The use of a reporting system should impart a sense of relative values in harmony with our educational aims.
3. Communication in reporting should be done in understandable language.
4. Emotional disturbance and personality disintegration in the child should be avoided and prevented.
5. An effective system of reporting should result in improved parent child relationship.

¹Harold W. Baker, "Reporting Pupil Progress to Parents," The National Elementary Principal, 23:33, June, 1944.

6. Improvement of instructional services should be a consequence of the reporting system used.

7. Reporting should build morale and cooperation between the home and the school for welfare of the child.

Baker² made a statement of five objectives of reporting to parents about children through the use of an individualized descriptive written report. The following statement was made as a result of experience with the reporting plan.

1. To give the teacher cause to consider reflectively each child individually and as distinct from the group as well as in relation to his parental and home surroundings.

2. To note as meaningfully as possible the growth and development of the individual pupil in certain phases.

3. To inform the parent of the child's growth and development as seen by a trained person.

4. To increase the rate of the individual's growth and development in as many phases as possible through accurate analysis and definite suggestion.

5. To promote the idea that growth and development are their own regards, rather than that extrinsic symbols may be obtained by achievement in growth and development.

Trends in reports to parents. Ruth Strang³ notes the following favorable trends with regard to reporting that have appeared in recent books and articles dealing with the subject.

²Ibid., p. 33.

³Ruth Strang, "Reporting to Parents," Practical Suggestions for Teaching, No. 10 (Bureau of Publications Teachers College, Columbia University, New York, 1947), p. 8.

1. The trend away from subject-centered reports and toward pupil-centered reports.
2. The trend toward using more descriptive and anecdotal material and interpretive comments to supplement the quantitative data.
3. The trend toward reporting on character and personality development as well as on academic achievement.
4. The trend away from mere judgment-passing and toward analysis of difficulties and concrete suggestions for improvement.
5. The trend toward the use of letters or conferences with parents as substitutes for report cards or supplements to them.
6. The trend toward emphasizing the individual pupil's progress rather than comparing it with the achievement of fellow pupils.
7. The trend toward fewer and more significant reports sent when necessary or desirable instead of routine reports sent at frequent, specified intervals.

Reporting has been called the most retarded phase of American education. The change in thinking brought about by the child development approach to education is being reflected in the trends in present day reporting practices. There is a trend toward greater concern about the guidance function of reports and about their effects on the mental and emotional adjustment of the child.

Parent-teacher conferences. This method of reporting is one which is being tried in many schools. It is more commonly used in the elementary school than in the secondary school.

Much of the literature dealing with parent-teacher

conferences is of the expository type. The techniques of the interview are treated frequently in educational periodicals and books. Characteristic of the explanations for conducting the interview is D'Evelyn's General Guides for Conferences⁴ which the author adopted in his teacher preparation program. (See Appendix, page 28.)

The conference method is generally hailed as a forward step in reporting procedures. It has some disadvantages. Among those most commonly listed are the following:

1. Teachers are not prepared to report to parents by this method because they are not trained to observe or interpret elements of pupil behavior which are relevant to the guidance function.

2. Conferences take a great deal of teacher time and are difficult to schedule properly.

3. Adequate cumulative records present a problem.

4. Usually only one parent gets the report.

The advantages of the conference method of reporting that are frequently mentioned in the literature are the following:

1. There is an opportunity for an exchange of information between parent and teacher concerning the child.

2. The teacher can do a better job of reporting on

⁴Katherine E. D'Evelyn, "Individual Parent-Teacher Conferences," Practical Suggestions for Teaching, No. 9 (Bureau of Publications, Teachers College, Columbia University, New York, 1945), pp. 95-97.

"the whole child" by this method.

3. This method facilitates a report of the progress of the child in relation to the aims, purposes, and objectives of the school.

4. Parent and teacher come to know one another better with consequent benefit to the child.

Among the techniques of the interview which receive the most attention in the literature the following were noted:

1. The interview should begin on a friendly note.

2. There should be an exchange of information in the interview. Neither party should be dominant throughout.

3. The interview should be in private without interruption.

4. The teacher should be prepared with samples of the pupil's work, records of test scores, anecdotal accounts of behavior, and other pupil data, so as to make a meaningful report.

5. The interview should be held on a positive note. Constructive suggestions for improvement should be the tone.

Stendler⁵ recommends that teachers be trained in the art of the interview and suggests that this be accomplished by use of the sociodrama as was done at the University of Illinois. A problem child was described and four possible roles for the teacher were proposed: sympathetic listener,

⁵Celia B. Stendler, "Let's Look at Parent-Teacher Conferences," Educational Leadership, 6:292-296, February, 1949.

imparter of information, the omniscient one, and counselor. Students acted out each role. Each type of conference was analyzed by means of a playback with a recorder. Analyses showed:

1. The role the teacher plays in the conference bears a direct relationship to the personality pattern of the teacher.
2. The role the teacher adopts helps to determine the response of the parent.
3. Attempting to shift roles in the course of the conference may be difficult to do.
4. Teachers need to know more about child behavior and development before they can counsel effectively.

Reports of experiences that schools have had with the parent-teacher conference method of reporting indicates that those schools which have introduced the method slowly, have had the most success. Parents want the type of information about their children that reports of this kind can give them, but they must be given time to learn the value of the new method. Ethel Kavin⁶ reports the experiences that two schools in Illinois have had with parent-teacher conferences. Of 801 parents who answered a questionnaire to evaluate the conferences in the schools of Rock Island, 795 wished to continue the plan. Forty-six of the forty-seven teachers who held conferences found them valuable. In the schools of Rockford 181 out of 200 replies to a like questionnaire were favorable.

⁶Ethel Kavin, "Teacher-Parent Conferences Pay Dividends," National Parent Teacher, 47:22-24-39, December, 1952.

CHAPTER III

PROCEDURES USED IN DEVELOPING THE PROBLEM

Discussion at PTA meeting. This project as developed in the Marmarth school began at a PTA meeting held at the opening of the school year in 1951. At that meeting the school principal was asked to give his views on marking and promotion of school pupils. A number of parents believed that marks had little meaning and were in some cases misleading. The idea of a pupil working at his ability level other than his grade level led to a discussion of marking. The principal suggested that a better picture of all pupils' achievement could be given by means of a conference with the parents. The many indices of pupil progress other than "marks" were discussed. The decision was made at this meeting to introduce the parent-teacher conferences in grades one and two for the school year 1951-1952.

At the first PTA meeting of the school year 1952-1953 the subject of conferences was again discussed. Parents who had experienced the plan the preceding year were, with few exceptions, in favor of its continuance. The school administration believed that a majority of parents of children in grades one through six should give their approval before the conference plan was extended further.

Pupils' aid enlisted to sell idea to parents. The greatest effort to sell the idea to the pupils and consequently to their parents was made in the fifth and sixth grades. These pupils, being older and more vocal than younger children, would make their thinking generally known in the homes. A great deal of resistance was encountered in this group. The children insisted that they should know their "marks". The original intent had been that marks would not be reported, but from the resistance met in this group against such a plan, it became apparent that a compromise would have to be made. The compromise was that marks would be assigned and shown to the parents. A report of the grades was not to be sent home with the parents. It was found that pupils did influence their parents a great deal. The core of parents of children in the first three grades who had experienced the plan the previous year was the most effective agency in influencing other parents to accept conferences.

Letter sent to parents asking approval of project. During the fourth week of school letters were sent to all parents having children in grades one through six. Forty-four letters were mailed. (See Appendix, page 32.) Thirty-three replies were received. Replies from twenty parents approved conferences and thirteen replies disapproved. Conferences were then planned to be held after the sixth, the

eighteenth, the twenty-eighth, and the thirty-fifth weeks of school.

Teacher preparation. Reporting pupil progress by the parent-teacher conference method was new for two of the three teachers who were to be involved in them. The first four or five faculty meetings were therefore devoted to a study of interview techniques. D'Evelyn's General Guides for Conferences¹ was used as a study aid. Procedures that had proved successful in other schools were reviewed. A guide sheet of pupil behavioristic traits in social, health, and subject areas was adopted to serve as a guide for teachers' comments. This guide sheet, used by the Lewistown, Montana schools, and the record form designed to accompany it were put into use. (See Appendix, pages 33-36.) The following procedures are among those which were decided upon:

1. The conferences were to be private and without interruption.
2. Teachers were to keep representative samples of pupil's work in a folder to be set up for that purpose. This work was to be graded as had been done in the past. This work would be gone over by the teacher and parent during the conference after which it would be given to the

¹Katherine E. D'Evelyn, "Individual Parent-Teacher Conferences," Practical Suggestions for Teaching, No. 9 (Bureau of Publications, Teachers College, Columbia University, New York, 1945), pp. 95-97.

parent to take home.

3. The teacher would assign grades in subjects as before and place them on the record form. The grades were not to be emphasized as much as other items on the record. This record would be retained in the pupil's file.

4. An attempt would be made to meet the parent on his level. A conference table would be used apart from the teacher's desk. The teacher would try to get the parent to enter into the conference. The teacher would attempt to think with the parent instead of telling him what was wrong or trying to sell him on the teacher's answer.

Weekly faculty meetings held during the remainder of the year were devoted to a study and discussion of the book Teaching for Better Schools.² The six teachers in the school were each responsible for the discussion at successive meetings. There was an enthusiasm on the part of all the teachers for these meetings. The opinion of all was that they were very valuable. The relationship that existed between the topics treated and parent-teacher conferences was stressed whenever possible.

Tests. In September a reading aptitude test was given to the first graders and a reading achievement test to the pupils in grades two through six. In November the Henmon-Nelson Tests of Mental Ability were administered to

²Kimball Wiles, Teaching for Better Schools (New York: Prentice-Hall, Inc., 1952).

all pupils in grades three through six. An achievement test battery, the Coordinated Scales of Attainment, was administered to all pupils in grades one through six during the last week of April. These tests were all administered and scored by the teachers after they had been instructed in the respective processes. The results of the achievement tests were kept in the pupil folder. Scores achieved in the mental test were recorded in the pupil cumulative folders in the office and were accessible to teachers there. Records accumulated in the pupil's report folder were transferred to the permanent cumulative folder at the close of the year. The results of achievement tests were used by the teachers in making evaluative reports of pupil progress. Emphasis was placed on use of test results to fit instruction to the child and as an aid in understanding the abilities of each child.

Scheduling the conferences. Conferences were planned for the seventh, the nineteenth, the twenty-ninth, and the thirty-sixth weeks of school. The first three conference periods were planned for thirty-minute conferences per child, per teacher, for each parent. The conference schedule for the three first conference periods anticipated the completion of the entire schedule in one week. This was possible by running conferences from 3:30 to 5:30 P.M. for two days and from 3:00 until 5:30 P.M. for three days. The last

conference period of the year was planned for fifteen minute conferences and was completed in one session from 3:30 until 4:00 P.M. plus one school day. Parents were notified of their conference schedule in the week prior to the conference week. The parent was asked to sign and return the scheduling notice. If it were impossible for the parent to meet the teacher at the time indicated, a notice to that effect was solicited. (See Appendix, page 37.) Parents who could not come at the hour scheduled were re-scheduled for an hour or day that did not conflict with the established schedule. If a parent had conferences scheduled with more than one teacher, they were all then scheduled for the same day.

CHAPTER IV

EVALUATION OF OUTCOMES

Pupil reaction to conferences. There were no marked negative reactions on the part of pupils. Instead they seemed pleased to know that a parent had visited with their teacher. They were very concerned about the papers and other materials that were placed in their folders and which they knew would be reviewed by parent and teacher. The fact that the pupils did not receive their marks at the close of a reporting period did not disturb any pupils in the lower grades, but there were some pupils in the middle grades who missed their report cards. This was particularly true of those who had gained prestige by a comparison of report cards with their fellow pupils.

Parents' reaction to conferences. All parents were given a questionnaire to complete at the last conference of the year. (See Appendix, page 38.) Of a possible forty-four replies, thirty-five were received. Twenty-seven parents indicated that conferences had helped them to a better understanding of their children's school work and that they had received worthwhile information about their children. Five replies stated that no help had been received in these respects. Twenty-four parents thought that

conferences had helped the teacher to know the child better. There were four who did not think so and three who were undecided. Nineteen parents believed that conferences had benefitted the child and voted to continue conferences next year. Eight parents did not believe that conferences had benefitted their children and three were undecided. Thirteen parents were opposed to continuing conferences next year and three did not reply to this question.

Teachers' reaction to conferences. The three teachers who held conferences were unanimous in their support of the program. Among the reasons cited as a basis for their approval the following stand out as being of major importance:

1. There was a growth in understanding of the physically handicapped and mentally retarded child.
2. Parents acquired a better understanding of the work of the school and its program.
3. Physical defects of children were brought to parents' attention more effectively and received more prompt attention.
4. The system eliminated parental jealousies over marks that their children received as compared with others. The practice employed by some parents whereby the child was paid so much per "A" disappeared.
5. The system helped the teacher to be constantly mindful of the individual.

Attendance at conferences. The attendance at conferences approximated one hundred per cent. One parent missed one conference. There were a total of 246 conferences held. There were only twelve conferences attended by fathers. While conferences were always re-scheduled when a parent could not come at the hour indicated in the conference notice, there was surprisingly little of this necessary. The distribution of conferences held by grade is shown in the following table.

NUMBER OF CONFERENCES HELD BY GRADE

	Grade						Total
	1	2	3	4	5	6	
Number of Conferences	55	34	29	63	25	40	246

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Re-statement of the problem. The task of developing reporting procedures that will adequately reflect the schools' aims and goals for children is a challenging one. The ideal method has not been developed to-date, but as teachers and parents become aware of the educational implications in reporting, progress will be made. Today we in the schools are becoming increasingly aware of our responsibilities in the public relations field. If what goes on in the classroom is a credit to us as teachers, then it should be reported in a way that would also build understanding, good will, and support for our teachers, schools, and children. Communication with the public on matters of vital importance to the individual is usually carried on by personal contacts in most professions. The development of the child is a matter of vital concern to parents and teachers. Communication between those most interested in the child should be something more personal than a cold written report, as well. The growth and development of a child is a process with which parents and teachers work. The direction and rate of this growth is of more interest and importance at any given time than is its place or point on the continuum of progress. Reporting in this sense can be done very well

by the parent-teacher conference method.

Limitations of this development of problem. This development of the parent-teacher conference method of reporting was limited to the first six grades in the Marmarth school. The project was made simpler in the Marmarth school than it would be in many places because most parents lived in town. A limiting factor that was present, but which is difficult to assess, was the inexperience of the administration and staff with the conference method. Local factors should determine many aspects of any reporting system, but the parent-teacher conference method is limited to a greater degree by these. The author does not believe that the potentialities of this system of reporting can be realized in one or even two years. These would not all be apparent until the plan had been in use for an extended period.

Conclusions. The parent-teacher conference plan of reporting pupil progress as developed in the Marmarth school was endorsed by both parents and teachers to the extent that it could be continued in the school next year.

The success of the conference is dependent upon the skill of the teacher. The tasks of evaluating the work of a retarded child in such a way as not to give offense or to describe the work and potential of a bright child without creating damage through parental pride are trying lessons in applied psychology. Some teachers are not qualified by

temperament or training to handle situations that demand as much skill.

The conference method is also dependent for its success upon the cooperation of the parents. The school administration must be assured of the support of a majority of parents before the plan is introduced in the school.

Recommendations. As a result of the experience with the parent-teacher conference method of reporting pupil progress in the Marmarth school, the following recommendations are suggested:

1. A greater effort should be made in the classroom to develop evaluative materials cooperatively by the teacher and the pupils.

2. Some method should be worked out so that the child might be a part of at least one conference.

3. The advisability of holding some of the conferences in the home should be considered.

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APPENDIX

GENERAL GUIDES FOR CONFERENCES

1. Responsibility for the success or failure of a conference rests primarily with the teacher. It is well to remember that success is relative, and each conference must be judged according to its own circumstances and results.

2. It is well to arrange for no interruptions during a conference. Nothing is more disturbing to the serious efforts of trying to think through a problem than to be interrupted at a crucial moment.

3. It is easier to build a cooperative relationship if the teacher is not seated behind a desk. Behind a desk the teacher is in the place of authority, not partnership.

4. The teacher's greeting should be friendly and relaxed. If he is hurried or tense, the parent will know it. It is difficult to discuss a problem with someone who looks as if he wished you were not there, or would soon leave.

5. Listen, and then listen some more. The teacher did not invite the parent in to deliver a lecture to him, but to get, as well as to give, help. Encourage the parent to talk, and then listen to what he has to say.

6. Find out how the parent is thinking and feeling about his child. This is important, because the teacher cannot understand the child's behavior until he knows the parent attitude.

7. If a parent says he worried about his child's

behavior, follow through. Find out why he is worried. The teacher should not assume that he knows why. He and the parent may not feel the same way about the child.

8. If a parent gives what he thinks is the reason for a child's behavior, accept it, and lead the discussion on to the consideration of other possible causes. Behavior is the result of many causative factors, not of one.

9. If a parent suggests a plan of action, accept it if at all possible to do so. It is better for the parent to try it than for the teacher to force one of his own. One of the goals in parent counseling is to try to get the parent to take the initiative. If the parent's plan fails, it is always possible to suggest others that may strike nearer to the root of the difficulty.

10. If the parent cannot suggest reasons for a child's behavior, or plans of action to deal with it, the teacher might suggest alternatives for joint consideration. "This might be a possibility. What do you think? You know all the facts of the situation better than I do." Or, "We might try this and see what happens. It may take us a while to find the source of the difficulty." Such an approach makes the parent a participator in the final decision for tentative plans, and leads to discussion that helps him to accept the plan as his own.

11. It does not help to argue with a parent. Arguing will arouse resentment and resistance.

12. It is better not to assume that a parent wants help or advice. Such assumption usually brings resistance, because it implies a form of criticism.

13. Most parents cannot be objective about their own children. Therefore, do not criticize, either directly or indirectly. Criticism is fatal to the building of a cooperative relationship.

14. Avoid giving direct advice when the parent gives a statement of his problem and then leans back, saying, "Tell me what to do." Let any advice or suggestions grow out of mutual discussion and a growing insight on the part of the parent into the reasons for the behavior.

15. Do not get ahead of the parent in his thinking. In other words, the teacher should not try to push his thinking onto a parent before the parent is ready to see it through a process of discussion and mutual thinking.

16. Try to be aware of sensitive spots, and avoid embarrassing the parent by noting facial expressions, gestures, and voice. These all give a clue to the parent's emotions.

17. Be accepting. That is, accept anything the parent tells you without showing surprise or disapproval. If the teacher cannot do this, he will not get an honest picture of the parent's attitudes and feelings.

18. The teacher should be ready to recognize problems that are so difficult as to prevent him from giving suffi-

cient help to the parent. Parents with complex emotional problems should be referred to the consulting psychologist or guidance specialist on the staff, who in turn will refer the individual to a psychiatrist if there is such need. If there is no one on the school staff to whom the teacher can refer, he should try to have available the names of specialists in the community. In referring, it is easy to say, "I wish I could help you, but I feel you need more help than I can give you. I have the names of two or three consultants if you wish them, or you may know someone yourself."

If the teacher is in a community where there is no one to whom he can refer the parent, he can do his best in easing the troublesome behavior symptoms in the child, but he should not let the parent become involved in pouring out his emotions repeatedly. It will not help the parent beyond giving the temporary relief of tension that comes from telling your troubles to any good listener. This relief is necessary, but unless the teacher can help the parent go on to constructive planning, he is not giving real help.

19. It is helpful to try to close the conference on a constructive, a pleasant, or a forward-going note, such as a plan for further consultation, a definite date for the next conference, a statement of encouragement or reassurance, a statement of a plan for cooperative action.

COPY OF LETTER TO PARENTS ASKING
APPROVAL OF CONFERENCES

To parents of children in grades one through six:

Last year we introduced the parent-teacher conference as a means of reporting pupil progress in the first and second grades. From all reports it was very well received.

We propose to extend this program in our school this year through grade six. The plan is to have four conferences with each parent or parents during the school year. The reporting periods would come at the close of the sixth, the eighteenth, the twenty-eighth, and the thirty-fifth weeks of school. This will be on an experimental basis for one year after which time it may be continued or discontinued depending upon the opinions parents may have after having given it a trial.

We would like to secure your signature to this letter as evidence that you will approve conferences this year for your child or children in grades one through six. Your cooperation is earnestly solicited.

Sincerely,

Henry D. Hammer, Prin.

I approve conferences on a trial basis for the school year 1952-1953.

Signed _____

I do not approve such conferences on a trial basis.

Signed _____

SUGGESTED GUIDE SHEET FOR PARENT-TEACHER CONFERENCES

I. The student's physical and emotional characteristics

1. Does the student have sufficient physical energy?
2. Does the student appear to have adequate rest and nutrition?
3. Does he have desirable habits of personal cleanliness?
4. Does he have physical defects that handicap his development?
5. Is he emotionally stable?

II. The student's social adjustment

1. Does the student get along with his associates?
2. Does he have poise? Appear at ease?
3. Is he willing to enter into group activities and assume responsibility?
4. Does he appreciate the contributions of others?
5. Is he courteous?
6. Does he take criticism in a friendly way?
7. Is he trustworthy?
8. Does he have a desirable influence in the group and is he desirably influenced by the group?
9. Does he respect the rights and property of others?
10. Does he observe safety rules?
11. Does he conform to the necessary regulations in the classroom, during noon hour, in the halls, on the playground?

III. The student's work

1. Work attitudes and habits

- a. Does he show serious purpose and conscientiousness of effort?
- b. Is he self-reliant? Does he know how to attack a job and plan his work?
- c. Is he persistent in completing work?
- d. Is his work neat and orderly?
- e. Does he follow directions and do promptly what he is expected to do?
- f. Does he voluntarily contribute to class discussions and activities?
- g. Does he do more than required?

2. Reading (applicable in all subjects)

- a. Are his comprehension and retention adequate?
- b. Does he have difficulty with word recognition?
- c. Is his rate of reading adequate?
- d. Can he apply and organize what he reads?
- e. Are his library and study skills adequate?

3. Oral and written expression (includes penmanship, spelling, vocabulary, and basic composition skills)

- a. In written reports and assignments
- b. In oral reports and class discussion

4. Use of subject matter

- a. Is there evidence that he comprehends the subject matter of the courses?
- b. Does he consider critically and assimilate the material of his studies?
- c. Can he organize material for specific purposes?

- d. Can he transfer information and skills to new situations?
- e. Does he show consistent growth in appreciations and interests?

IV. Special comments

- 1. For a particular pupil
- 2. For a particular subject

V. Recommendations

- 1. For pupil action
- 2. For parental action
- 3. For teacher or school action

VI. Attendance of students

- 1. Good?
- 2. Bad? Reason for poor work?

RECORD FORM

(Adopted from Lewistown, Montana
Public Schools)

STUDENT'S NAME		Date	
Attendance	Days Absent	Tardiness	Teacher
Health and Physical Traits			
Social adjustment and character traits			
Scholastic progress and attainments Work habits Reading, Oral and written expression			
Other comments or recommendations			
Subject	Gr.	Subject	Gr.

COPY OF SCHEDULING NOTICE

Date _____

Dear Parents of _____:

The time set for your parent-teacher conference is _____
_____. About thirty minutes
is assigned for each conference.

If it is impossible for you to meet me at this time,
kindly let me know as soon as possible.

_____ Teacher

Please sign here and return _____ Parent

COPY OF PARENT EVALUATION SHEET

We are interested in your reaction to the conferences held this year. In order that we might evaluate this method of reporting to parents will you please complete the following questionnaire by drawing a circle around the word that best answers the question. If you are undecided draw a circle around the question mark. It is not necessary that your name appear on the questionnaire.

Yes No ? 1. Do you think that the conferences have helped you to get a better understanding of your child's school work?

Yes No ? 2. Did you receive worthwhile information about your child or children at the conferences you attended?

Yes No ? 3. Do you think that the conferences have helped your child's teacher to know your child better?

Yes No ? 4. Do you think that your child has been benefited as a result of the conferences?

Yes No ? 5. Would you like to have the parent-teacher conferences continued as a method of reporting in your school?